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Each member of the class will also be asked to make a design for each of several objects suggested by the teacher or by the class, and these designs will be criticised from the structural and the artistic point of view. Under structure emphasis is placed on strength, durability, and finish. Under artistic qualities are considered simplicity, proportion, beauty of line, and adaptation to purpose and environment.

The manner in which the work in wood may be made contributory to other school activities will be considered under two general heads: (*a*) the construction of articles for the decoration of the schoolroom, or for making it more comfortable; (*b*) the construction of apparatus for use in the grades, or of articles which shall illustrate the work of the grades.

In the choice of articles to be made the students have much latitude, the choice being limited only by the skill of the worker. The student is encouraged to freedom and originality of plan and design, but is guarded against waste of time and material by a careful preliminary discussion of his working drawing.

In all the handwork the working out of the number and drawing connected therewith will be given prominence.

Throughout the course there will be occasional talks on forestry, lumbering, and methods of sawing, seasoning, and marketing lumber. But only such portions of these subjects are treated as bear especially on the work in manual training. There will also be occasional talks on the subject of trees as treated in art and in literature.

Supplementary to class-work are various excursions, such as to mills, to factories, to the Pullman car shops, to large furniture shops, and to special exhibits of woodwork.

## CHILD HYGIENE.

MISS CRAWFORD.

THE following course is planned with the object of more carefully preparing the teacher for an intelligent study of the child's body from birth to maturity. The subject must especially consider the effect of environment upon a changing organism. The child, being different from the adult, will in all probability be affected differently by environment. Child hygiene is concerned with every subject of life so far as it affects health, and the questions included in the physical management of life assume great importance when so much change is taking place in an organism. The following outline is for general direction.

### I. STUDY OF THE BODY.

1. *Structure.*—(*a*) Bones: structure of bony framework as supporting mechanism; proportion and arrangement of parts as levers; proportion to the body for the age and weight; changes during the various periods of

growth in structure, size, and proportion of the various parts of the framework. (d) Muscles: Properties: (1) Irritability: effects of irritants; influences which promote normal state and action; blood-supply; fatigue; use; disuse; rest. (2) Conductivity: conduction in muscles; in nerves; rate of conduction in different kinds of muscles; effect of mechanical condition upon conduction; effect of irritants, of temperature, of other influences. (3) Contractility; properties of muscle during rest and action; elasticity of muscle; influences which effect contraction; liberation of energy.

2. *Metabolism*.—Food-stuffs and changes through processes of metabolism; determination of total metabolism; nutritive importance of the several forms of food; conditions influencing body metabolism; potential energy of food; balance of nutrition. Animal heat: temperature of body; sources and expenditure of heat; heat-producing mechanism.

3. *Locomotor mechanism*.—Union of the various parts of the body for movement; action of the muscles upon the bones; effect of gravity upon the body; positions of the body; forms of locomotion used by man; measurement of the forces required for locomotion of the various forms.

4. *Growth*.—Periods and rate of growth; studies of growth records; factors of variation in growth; rhythms of growth; relation of size to precocity and dulness; accelerated growth; growth by parts; growth and resistance to disease; growth and acquirement of skill; normal types; physical defects connected with growth periods.

5. *Special organs*.—Condition of senses at different ages.

## II. HYGIENE—SCHOOL.

1. *School building*.—Exterior: consideration for site, construction material, condition and location of grounds; kinds of soil permissible; drainage; playgrounds. Interior: walls; basements, wall surfaces and coverings, roofs, stairways, wardrobes, windows, lockers.

2. *Furniture*.—Desks and seats: measurements for seats and desks, adjustment of seat to individual; blackboards; amount and kind of other furniture; books.

3. *Air*.—Condition of outside air; sources of foul air; air-tests; kinds in use; dust; bacteria; moisture.

4. *Ventilation and heating*.—Amount of air required per individual; amount of floor-space; temperature of air; methods of ventilating; effects of the various methods where used.

5. *Lighting*.—Amount of light required; window-space required per individual; direction of light; artificial lighting; estimates for light; standard of measurements; position of windows; color of light; color of walls, boards, curtains, etc.

6. *Cleanliness*.—School baths; cleanliness of floors, walls, and furniture; personal cleanliness as problem in ventilation; wardrobes, lockers; arrangement of wraps; lavatories; drains.

7. *School diseases.*—Laws regarding infectious diseases; symptoms and duration of the various diseases; danger of infection; time of removal from school. Chronic diseases. Nervous diseases.

8. *School accidents.*—Treatment of accidents.

### III. HYGIENE — PERSONAL.

A consideration of the subjects of personal hygiene so far as a knowledge of the care of the child assists the teacher in directing the work of the child to better advantage.

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## HOUSEHOLD ECONOMICS.

MISS ZABRISKIE.

1. Theory and practice of household economics, with special reference to the grammar and earlier high-school grades. Lectures, assigned readings, and two-hour laboratory periods.

2. The use of cooking occupations in the grades. Practical work with necessary explanations, one hour per day.

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## THE MODEL SCHOOL.

THE model school will consist of the kindergarten, first, fifth, and seventh grades. It opens July 6 and continues three weeks, with a daily two-hour session, closing July 24.

The aim of the work is to make the model school representative of the regular work done in the grades during the year. The shortened session makes it impossible to represent all the subjects taught in each grade, and for that reason representative subjects have been distributed through the three grades.

*First grade.*—Mrs. Thomsen in charge; science, Miss Wygant; cooking, Mrs. Thomsen; stories, Mrs. Thomsen; French, Miss Ashleman; manual training, Miss Langley. Excursions: Farm, Lake Forest; South Shore; parks in the vicinity.

*Fifth grade.*—Miss Hall in charge; history, Miss Hall; geography, Mrs. Thomsen; French, Miss Ashleman; literature, Miss Hall; manual training, Miss Langley. Excursions: Trip on the Chicago river; South Chicago; South Water street; Illinois Central freight depot; McCormick Reaper Works; Stock Yards; Purington.

*Seventh grade.*—Miss Wygant in charge; science, Miss Wygant; number, Miss Wygant; literature, Miss Hall; clay, Miss Covington. Excursions: Swamp at Seventy-second street and Wentworth avenue; South Shore; sand dunes; Newberry Library.